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ABSTRACT

An increase in secondary school overseas study programs is central to the development of program examination and apprisal procedures suggested in this report. Summaries of workshop discussions include: (1) program criteria; (2) participant recruitment, selection, and orientation; (3) short-term versus year-long study abroad programs; (4) role of language, school, community, and parents in overseas programs; (5) school and national organizations; (6) role of guidance counselor; and (7) program evaluation and followup techniques. A summary of major conference addresses includes: "Today's Youth-Who Are They?" "Why We Need Overseas Programs for High School Students", and "The Student-Image Abroad". (RL)

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# OVERSEAS PROGRAMS FOR SECONDARY SCHOOL STUDENTS

## Report on Regional Conferences

Northeast Regional Conference
Avon, Connecticut
October 22-23, 1965

Midwest Regional Conference
Ann Arbor, Michigan
December 2-3, 1966

Committee on Overseas Programs
for Secondary School Students
of the
Council on Student Travel

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# INTRODUCTION

The increase in secondary school overseas program opportunities has indicated the necessity for a thorough examination and reappraisal of present overseas programs in order that they might accurately serve the needs of both the students and the educational community. To help meet this need, the Committee on Overseas Programs for Secondary School Students of the Council on Student Travel sponsored two regional conferences (Avon, Connecticut, 1965; Ann Arbor, Michigan, 1966) in order to focus attention on the values of the overseas experience for the secondary school student and to alert responsible educators and community leaders to the special program requirements for this age group.

The many ideas expressed by the conference participants, who represented secondary schools, colleges and educational organizations, cannot be presented in one brief report. It is hoped, however, that this document may prove useful to those individuals, institutions and organizations interested in establishing an overseas program or in improving the caliber of their existing activities.

WILLIAM A. PERKINS, CHAIRMAN
COMMITTEE ON OVERSEAS PROGRAMS
FOR SECONDARY SCHOOL STUDENTS

## WORKSHOP DISCUSSIONS

Workshops on specific topics were held at Avon and Ann Arbor to provide an opportunity for participants to voice common problems and concerns and to provide a point of departure for discussion on the requirements of educationally sound programs. The following sections represent some of the major points raised by the workshop participants in their deliberations.

### I. PROGRAM CRITERIA

The formulation and development of sound program criteria is fundamental to the justification and improvement of programs abroad for secondary school students. In order to establish definitive criteria, an examination of the motivation in organizing a study abroad program is advisable. The workshop participants agreed that valid programs should include the following objectives.

1. To develop an understanding of a foreign culture
2. To expose students to different values and customs
3. To enhance language learning and communication
4. To improve the American attitude toward language learning
5. To provide for individual rewards of knowledge and self-discovery
6. To provide an opportunity for a reconsideration of 'typical'attitudes and values
7. To prepare young adults for future roles of leadership and responsibility

### II. PARTICIPANT RECRUITMENT AND SELECTION

To promote student, school and community interest in the values of an overseas study experience, a program-sponsoring group and a year-round volunteer committee of educational and community leaders should be appointed to recruit applicants and to publicize the program. Student interest can be generated in the school by means of special assemblies, club meetings, guidance counseling, displays and posters. Students and members of the community can be informed through selected mailings, attractive and informative folders, PTA group interviews, civic and educational associations and person-to-person contact.

Because proper participant selection is fundamental to the realization of program goals, it would be helpful if certain uniform selection standards were established and utilized after participants have been recruited. Although it is difficult to define a list of objective selection criteria since programs vary in design, purpose and projected aims of study, the following guidelines were suggested by the participants in the hope that some of their practical and philosophical implications might prove useful in the selection process.

Standard Requirements

1. Eligibility: junior year student or mature sophomore with two to three years of formal language study

2. Linguistic Aptitude: tests recommended included Brooks Cooperative Classroom Test and those of the Educational Testing Service, Princeton

3. Supporting Documents: health record, grade reports, confidential records, etc.

4. Psychological Endorsement: a high degree of adaptability and maturity

* Considerations

1. Are students selected on the basis of those who would most benefit from a study program abroad, or on the basis of those who would best represent the United States.

2. Are the best students selected because future leaders need the experience of an overseas study program, or are the less qualified students selected because they might be motivated to study more diligently.

3. Are students who can already speak the foreign language chosen, or are students who need the foreign experience to motivate them to study foreign language selected.

4. Are the curious, inquiring students included in the group, or are they considered potential trouble-makers and excluded.

5. Are the selection criteria based on maximum teaching opportunities, or on the maximum opportunities for the student to develop an understanding of the culture being visited.

6. Are norms established for pre-determined attitudes to which the students selected must conform, or do the selection requirements provide for a group of students with a wide range of opinions.

* Additional comments on participant selection are found on Page 12.

## III. PARTICIPANT ORIENTATION

The following guidelines were offered by participants as aids for the development of an orientation program.

Recommendations - Workshop Participants

1. The goals of the individual and the sponsoring institution must be determined and clarified, for they may not coincide.

2. Group meetings and informal discussion sessions should be scheduled close to departure.

3. Foreign students and previous participants should be invited to attend orientation sessions as frequently as possible.

4. Basic procedures related to security, health, sanitation, self-protection, etc. should be discussed prior to an examination of language, culture, history, etc.

5. Language aptitude and ability should be measured according to clearly specified levels. Teaching during the orientation process can be only VERY limited.

6. Reading matter should be provided which will impart at least the philosophy and purpose of the program. Re-reading should be encouraged and previous student participants should be contacted in order to determine the validity of publications and printed materials.

7. Foreign language teachers should be utilized in the orientation sessions in order to assist students in becoming attuned to the sounds of the language that will be spoken in the countries they will visit.

8. Group sessions should be utilized to determine "who's who" in the group (special talents, interests, hobbies, goals, resources, etc.).

9. An attempt should be made to foster an awareness of cultural differences.

10. An opportunity to develop peer relationships, leadership and fellowship should be provided.

11. The student's anticipations and desires should be brought out to determine whether the program will be suitable for him.

12. A flexible program should be developed so that the orientation and selection processes are well understood by all. The program should allow for 'select-outs.'

* Recommendations - Dr. John J. Brooks

1. Students should have a mandatory, intensive study program in American history before they study the history and culture of the host country. There is nothing more embarrassing than the ignorance that Americans display overseas regarding their own country. Students should be aware of the dynamics of their society and its historical background.

2. Students should consider how much the culture of the country to be visited has affected American culture.

3. The similarities between cultures should be stressed before an attempt is made to comprehend the differences between them.

4. A clarification of the word democracy and all its attendant cliches should be examined.

5. The tendency to use our cultural norms as a basis for understanding other societies should be discouraged.

6. The notion quite common to American high school students that a strong middle class exists outside the Western world should be dispelled.

7. Students should be informed that travel abroad is not participation in a popularity contest but rather an exercise in understanding their membership in the family of man. An understanding that we share the total human predicament is sufficient to establish a firm base for international relationships and good-will.

* Additional comments by Dr. John J. Brooks on the values of going abroad are found on Page 14.

## IV. SHORT-TERM VERSUS YEAR-LONG STUDY ABROAD PROGRAMS

Short-Term Summer Study Abroad

A major problem regarding the short-term summer study program is that time spent abroad is very limited; however, with thorough preparation and orientation, the experience can be highly rewarding. Preparation, build-up and expectation can be rich experiences in themselves for the high school student. The level of student preparation determines the depth of the experience which the participants felt should develop in three stages.

1. The student notices marked differences in language, customs, people.

2. The student becomes aware that people are essentially the same irrespective of environment.

3. The student develops a keener perspective; he is able to see people as products of their respective cultures and subsequently reconsiders his 'typical' attitudes.

It was felt that the principal disadvantage of the short-term program is that the student may form generalizations about the host country and culture which are often misleading. The success of the program would depend, therefore, on the experience and maturity of the student, his preparation, the flexibility and attitudes expressed by group leaders, and evaluation and follow-up programs. The overall advantages of the short-term program were considered difficult to list or measure because the impact on the student is highly subjective. It was mentioned that an increase in maturity is usually patent and that the summer experience abroad often has a positive effect on the student's emotional and intellectual transition from high school to college.

Year-Long Study Abroad

The values of the year-long program were defined in terms of its purpose. Programs may emphasize cultural or academic experience in the following four ways.

1. The student lives at a foreign school in a foreign country.

2. The student lives in an American community abroad and has little contact with the local culture.

3. The student lives with a foreign family to gain experience in the language and culture.

4. The student lives with a foreign family and attends a foreign school.

Participants agreed that the latter type of program is the most advantageous for it provides an excellent opportunity for cultural experience and language advancement as the student becomes, of necessity, totally immersed in the foreign culture. It was recommended that the following be considered in selecting the homestay family to assure a valuable experience.

1. The family should have a high intellectual level.

2. The family that offers an invitation voluntarily should be given preference.

3. The family and school should be located in areas where there are few competing programs.

4. There should be good family student rapport to minimize or to avoid homesickness.

It was noted that the significant disadvantages of the year-long program center on academic credit transfer and the cultural readjustment of the returnee. Recommendations offered by the participants to resolve these problems included the need for cooperation on the part of school administrators and educators here and abroad in devising programs which would offer transfer of credit. A possible solution might also be the development of a 13th year program whereby the student would receive advance college credit. The pressure of readjustment to the high school milieu would be obviated in a program of this type. The participants also recommended a thorough reappraisal of curricula in order to measure the quality and standards of our schools in comparison to academic institutions abroad.

## V. THE ROLE OF LANGUAGE STUDY IN THE OVERSEAS PROGRAM

It was pointed out by the participants that as overseas programs differ in their objectives, the role of language preparation and requirements also differs. Programs may purport to further literary competence and conversational fluency in the host language and, as such, require extensive language preparation and above-average linguistic ability on the part of the students selected. On the other hand, a primary goal may be the overall broadening of cultural experiences, with the program emphasizing the many values to be gained from study and travel abroad rather than an increased competence in language skills.

The need for cultural orientation regardless of program purpose was stressed. It was suggested, moreover, that language preparation could prove valuable for both language study and culturally oriented programs in that it would further communication with nationals; would help the students to comprehend the problems, the needs, the culture and philosophy of the country they are visiting; and would give the students a broader understanding of the country and culture abroad.

With respect to those overseas programs whose hallmark is the <u>study</u> of foreign language, the following programming guidelines were recommended.

1. Students should be recruited and selected on the basis of two to three years of language training. Tests to measure the four language skills -- understanding, speaking, reading and writing -- should be administered to applicants. It was recommended that the Educational Testing Service, Princeton, New Jersey, be contacted concerning different tests which measure language aptitude and listening/comprehension skills.

2. To determine interest, linguistic readiness and <u>willingness</u> to speak the foreign language, applicants should be given several individual interviews.

3. Students should be encouraged to use the language at all orientation sessions, and discussions with nationals should be promoted whenever possible.

4. Information as to why language learning is important and how proficiency in the language can be highly valuable to the student during his stay overseas should be conveyed; student opinions on this matter should also be elicited.

5. Students should be re-tested upon their return. Test scores, group meetings and individual interviews are necessary to evaluate the effectiveness of language learning and conversational fluency.

## VI. THE ROLE OF THE SCHOOL IN THE OVERSEAS PROGRAM

The school may either sponsor its own program abroad or affiliate itself with a sponsoring organization. The following general guide of school responsibilities may therefore vary in its applicability. In either case, the school should understand clearly the philosophy and purpose of the overseas program in which its students are involved in order to fulfill properly its role vis-a-vis the curriculum, student and community.

### Pre-departure Activities and Responsibilities of the School

1. The school should provide resource materials on reputable agencies and groups which sponsor study abroad programs. Descriptive information can be shared with students by means of library displays, country-a-month showcases, bulletin boards, etc. In addition, an up-to-date file of pertinent information and brochures on programs abroad should be kept in the guidance office for student reference.

2. The school should integrate and coordinate the curriculum by having the total faculty become more involved with student travel and overseas study programs. History and language teachers can perform a vital coordinating function in this regard.

3. International Relations Programs

   A. The school might organize a club for students interested in the people and cultures of other lands. Such a club should be provided with audio-visual equipment, advisors and a flexible program schedule which might include visiting foreign speakers, etc.

   B. Activities to Promote Cultural Exchange

      1) A dinner for foreign students in the area

      2) An international fiesta week or assemblies

      3) Continuous contact with a school overseas which would include exchange of correspondence, slides, newspapers, handicrafts, etc. and at least one foreign exchange student

Post-Program Activities and Responsibilities of the School

1. The school should either take charge of the evaluation program or collaborate with the national organization sponsoring the program to determine the best method of measuring the worth and effectiveness of the program.

2. The school should encourage the student to share his experience with his teachers and peers by focusing on people, culture, prejudices destroyed or reinforced, etc., rather than by presenting a travelogue.

3. The school should encourage the student to share his learning experiences with the school and community, perhaps through television and radio broadcasts, assemblies, inter-school visits.

## VII. THE SCHOOL AND THE NATIONAL ORGANIZATION

The school should identify its responsibility and relationship to the national programming organization both in sending and receiving students. The school should also understand clearly the philosophy and purpose of the national organization with which it is affiliated. The manuals and publications of the national organization should be accessible and familiar.

## VIII. THE ROLE OF THE NATIONAL ORGANIZATION

Participants suggested that the role of the national organization was to:

1. Plan the program with a definite focus;

2. Maintain the program objectives as initially set forth;

3. Clearly define selection criteria;

4. Develop a language training program;

5. Arrange joint planning sessions with representatives of host countries;

6. Send resource personnel to universities and governmental agencies for information;

7. Develop a program of public information on local and state levels;

8. Design a plan of thorough reporting;

9. Arrange a post-program follow-up.

N.B.
Additional comments on the role of sponsoring organizations are found on Page 16.

## IX. THE ROLE OF THE COMMUNITY IN THE OVERSEAS PROGRAM

Community participation should play an important part in the preparation of students; in fund-raising; in publicity and reporting. Finance committees organized by community leaders can offer scholarship assistance; libraries can display town and state government information on the background of the student's community; local residents and merchants can help to orient students by sharing their knowledge of the host country with the students during orientation meetings. Community groups, church associations, etc.,should also give the returnee an opportunity to share the experiences of his trip with local groups.

## X. THE ROLE OF THE PARENT IN THE OVERSEAS PROGRAM

Participants agreed that the parental role lies primarily in the preparation of the student, but that the student should be encouraged to do as much of the investigation and research on the host country and culture as is possible. It was recommended that parents foster the following attitudes in the students.

1. A willingness to take the new culture at its face value
2. A desire to find out as much as possible about the new country
3. An ability to laugh at his mistakes and to accept criticism
4. A sense of appreciation for the host parents
5. A sensitivity and consideration of others
6. A knowledge of his own country and community and an understanding of the shortcomings of each

Parents should also attend to the following.

1. Medical examination
2. Vaccination and innoculations
3. Passport (requires certified birth certificate, passport photos, money for appropriate fees, proof of identity)
4. Insurance
5. Incidentals - additional passport photos, foreign language dictionary, sewing kit, personal items, information and pictures of home community, prescription for glasses, etc., adapter plug and converter, travel iron.
6. Clothing - climatic conditions of the country should be checked. Laundry facilities may be limited, and easy to launder drip-dry articles should be purchased.

Parents should also be particularly careful that they do not criticize the new attitudes and behavior of their child when he returns home. It is important that they be good listeners and that they exhibit interest in his experiences abroad.

## XI. THE ROLE OF THE GUIDANCE COUNSELOR

It was recommended that the role of the guidance counselor should be:

1. To counsel students regarding suitable programs;

2. To alert students to the possibility of problems during their overseas experience and the best approach to use in solving them;

3. To act as liaison between the student and the administration regarding credit transfer;

4. To offer assistance to the group, agency or national organization sponsoring or implementing the program;

5. To interview the parents of the student and inform them of program details and to relate the effects which the experience abroad may have on the high school student;

6. To assemble a resource file for student and community reference,

   - Write to organizations, public and private, which work with youths and request to be put on their mailing lists.

   - Consult professional publications; youth study and travel abroad material is found in a variety of magazines.

   - Consult Sunday newspapers for articles on current programs.

   - Consult records of students who have participated in programs.

   - Confer with faculty and colleagues, particularly language and social studies teachers.

   - Participate in conferences and meetings to obtain additional information.

## XII. PROGRAM EVALUATION AND FOLLOW-UP

Participants recommended that the school, community and programming agency be alerted to the importance of continuous evaluation and to the need for constant review and revision of program objectives and administrative details. Evaluation can be realized by means of questionnaires, individual interviews and group meetings. Initial evaluation procedures should be kept as broad as possible, for many of the values which the student immediately

attributed to the program are relatively narrow. The program should not be judged, therefore, by the initial enthusiasm of the participating students ; they may be reacting to the excitement of new friendships or activities rather than to a heightening social and cultural experience. Re-evaluation should take place later, when the student has had time to assimilate and reconsider his experience and learning.

Some of the basic questions that should be raised when measuring the general effectiveness of the overseas program follow.

1. What was the value of the program to the individual student?

2. Did it help in his preparation for admission to college?

3. Did it change or influence his choice of career?

4. What was the effect on the student's family and the host family?

5. Were there any effects on the student because of his participation in mass media promotion and publicity?

Some of the deterrents to a proper evaluation were also noted.

1. A failure to consider seriously whether the original objectives of the program were realized

2. A defensive attitude towards criticism of the program

3. A false sense of pride, accomplishment and success based on an increase in the number of student participants

4. A tendency to overlook the importance of evaluating the orientation sessions when the program has terminated

The more thorough the evaluation program, the more valuable it becomes to the student, community and school, for the student should gain an increased knowledge of himself and of his values; the community should become less provincial when apprised of the values of a foreign culture; the school should gain more insight into the program it sponsors and the possible ways of improving it.

An evaluation program is somewhat arbitrary since overseas programs are sponsored for many different purposes. The most important factor to be considered and constantly stressed is that evaluation and orientation must be a continuous process.

# "TODAY'S YOUTH — WHO ARE THEY?"

Dr. Ira Contente
School of Education
New York University

The following is a summary of Dr. Contente's remarks.

The tendency to look upon the younger generation as an isolated sector of society having little or no respect for authority and lacking spiritual and moral values is characteristic of a failure to recognize the effects which changing patterns of thought and social/institutional relationships have on today's youth.

The prevalent emphasis on materialism and socio-economic success, the breakdown of the family as the nucleus of society and center of authority, intensified and accelerated socialization and educational processes — to name but a few social trends — have all fostered reactions in the thinking and behavior of teen-age youths.

The teen-ager in emulating his parents and in seeing affluence and economic mobility around him may come to look upon economic and social success as the single criterion for a respected status in society. Living under continuous parental and outside pressures to excell academically and socially, the youth often becomes caught in a syndrome which allows him neither time nor opportunity to assess his own abilities or to determine his plans for the future.

While he is provided a host of authorities to guide him along the way, he may lack close familial ties and community relationships which often can curb the frustration, insecurity and isolation inherent in the maturation process. In an attempt to perfect his social and academic performance he may not realize the zenith of his drives and abilities and may eventually reject the social system because of an inability to cope with his limitations or to adjust to overbearing pressures.

Youths today are also constantly exposed to opportunities for adventure and new experiences through travel, education, TV and other media, and have a greater proclivity to explore the wide range of opportunities available to them.

In moving out into the world from rather sheltered positions, however, they may experience a form of "cultural shock" after having pitted the ideals which nurtured them in early years against the reality confronting them. The "shock" in realizing the inapplicability of many of the mores and ideals which they have learned at home and school to their social milieu may also result in social withdrawal or a philosophy precluding the possibility of constructive reform within the social structure.

Another problem connected with the exposure to increased opportunities through all media today is the conflict and tension which youths are experiencing due to the continuous exploitation of sex and sexual relationships. In responding to this exploitation and in attempting to acquire independence and recognition the teen-ager may well sanction sexual freedom without seriously considering the issue in its entirety.

Recognition of these demands and others placed upon youths today is a first step in understanding their thinking and behavior. An attempt should be made to ascertain the social attitudes to which they adhere and the quality of their prior experiences at home before they are placed in a foreign setting. Academic and emotional stability as well as sensitivity to cultural differences in their own country should be measured in order to determine whether or not the overseas experience will truly relate to their interests and needs.

# "WHY WE NEED OVERSEAS PROGRAMS FOR HIGH SCHOOL STUDENTS"

Dr. John J. Brooks
School of Education
New York University

The following is a summary of Dr. Brooks' remarks.

## THE VALUES OF STUDY ABROAD

I. Cultural Evaluation

Students should be aware of the fact that most cultures today are constantly assessing the debits and credits of one another. One finds that people in all parts of the world are judging the character and characteristics of neighboring and distant countries in order to learn more about other cultures and to improve their own. It is important, therefore, for students to realize that while Americans are evaluating others, others are evaluating them.

II. Disciplined Curiosity

A child is born with an insatiable desire for exploration. One of the principal tasks of the school is to channel this curiosity into disciplined research and scholarship. The whole idea of going abroad seems to revive the dormant curiosity common to many high school students. Thus, half of the value in going abroad lies in the planning and preparation. It is hoped that the results of one student's experiences will excite others to study further and to take advantage of the range of opportunities available to them.

III. An Early Investment in Understanding

The fact that plasticity is a common characteristic of youth should be recognized. It is only between the years 12 - 19 that one's mind is relatively open and amenable to change. It is precisely for this reason that overseas programs are highly valuable for teen-age students. An experience abroad is similar to a good bank investment: the student can draw on the interest of his experience for years, as he grows and formulates his opinions. It is an investment in his soul, spirit, mind and the totality of his person and would never be quite the same if he were older.

IV. Formation of New Friendships

Although it is known that most relationships formed with people overseas are either host/guest or completely artificial, the fact that friendships can emerge is reason enough to justify this as an important value. The formation

of genuine friendships is vital, for inter-cultural classmates of today can be partners in enterprises of tomorrow.

V. Gain in Empirical Knowledge

One of the most important things that overseas programs can do, both in the planning stage and during the experience itself, is to provide genuine points of reference upon which a lifetime of learning can be based. Rather than base his knowledge on fact memorization from a text, a student can turn to his vivid memory of places visited, cultures seen, peoples befriended.

VI. A 'Do-It-Yourself'- Learning Kit

The idea of merely covering subject matter has long been discarded by good educators. A good teacher attempts to uncover material in order to help the student discover. Although educators cannot hope to uncover all the pertinent information printed, they can provide the student with a 'do-it-yourself' guide to learning, by which he might learn to govern his own education. An overseas experience presents the student an opportunity for research and self-discovery which should help him to acquire the understanding necessary to cope with his tremendously expanding, explosive world.

# "THE STUDENT - HIS IMAGE ABROAD"

Dr. John A. Wallace
Executive Vice President
Experiment in International Living

The following is a summary of Dr. Wallace's remarks.

As guests in a foreign country it behooves us to ask ourselves what effects our program and our students are having on our hosts, what impressions we are giving them, and whether we are presenting a realistic or distorted idea of ourselves and our culture. If the goal in sponsoring overseas programs is to further international understanding, we must first recognize that as guests we have certain obligations to fulfill. The school, community and sponsoring organizations would do well to ask continuously the following questions in order to improve their programs and to minimize the unfavorable impressions which our students often give their hosts overseas.

1. Do the students have a serious educational purpose in going abroad -- are they really aware that overseas programs are not designed as vacation or sight-seeing holiday tours?

2. How effective is the ability of the students to speak the foreign language of their hosts -- are they <u>willing</u> to do so?

3. Is there an awareness that guests must be sensitive and responsive to local customs and behavior in order that their manners and deportment might be acceptable to their hosts?

4. Do the students have a sincere and serious interest in the foreign culture and are they willing to make every effort to demonstrate this interest to their hosts?

5. As Americans, do the program participants have a thorough knowledge and understanding of the social, cultural, economic and political concerns of their own country and culture?

6. Does each individual have the personal resources to function independently and effectively?

7. Are the students willing to be treated as participants in a new culture and to keep their American culture subordinate during their stay? Do they recognize that <u>they</u> will be the foreigners and that <u>they</u> will be expected to conform to different social codes and family regulations?

8. Are the goals and philosophy of the program accepted by all of the participants?

"... I have asked many questions, and am afraid that with too many teen-agers there are too many 'no's.' But it is you people who can do much through better selection and preparation, through better planning of programs, to provide more 'yes's' to these questions and produce the kinds of programs which truly will be educational."

## SPEAKERS AND PANELISTS

### NORTHEAST REGIONAL CONFERENCE — Avon, Connecticut, October 22-23, 1965

| | |
|---|---|
| Rachel Andresen | Executive Director<br>YOUTH FOR UNDERSTANDING, INC. |
| John E. Bowman | Executive Director<br>COUNCIL ON STUDENT TRAVEL |
| John J. Brooks | Professor of Education<br>NEW YORK UNIVERSITY |
| Mrs. Raymond T. Bunker | Area Representative<br>AMERICAN FIELD SERVICE |
| Charles A. Cotton | Principal<br>AVON HIGH SCHOOL |
| John W. Clark, Jr. | Director, Liberal Studies Program<br>MOUNT HERMON SCHOOL |
| Jean-Pierre Cosnard | Director, French Program<br>THE CHOATE SCHOOL |
| James M. Davis | Vice-President<br>INSTITUTE OF INTERNATIONAL EDUCATION |
| Loren Disbrow | Principal<br>BERKELEY HIGH SCHOOL |
| Francis G. Driscoll | Superintendent<br>AVON PUBLIC SCHOOLS |
| George H. Edgell | Director of Programs<br>AMERICAN FIELD SERVICE |
| Susan Fleisher | Director, Outbound Programs<br>EXPERIMENT IN INTERNATIONAL LIVING |
| Edward M. Harris | Administrator, Schoolboys Abroad Program<br>PHILLIPS ACADEMY |
| John Hollister | Executive Associate<br>EDUCATIONAL TESTING SERVICE |
| Mrs. Douglas M. Jewett | Guidance Counselor<br>ABINGTON HEIGHTS HIGH SCHOOL |

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| Helmuth W. Joel | Guidance Counselor<br>BRONXVILLE PUBLIC HIGH SCHOOL |
| M. Phillip Leamon | Director, Honors Program in Foreign Languages<br>INDIANA UNIVERSITY |
| Dale Miller | Director, Americans Abroad Program<br>AMERICAN FIELD SERVICE |
| Richard Miller | Consultant<br>FOUNDATION FOR YOUTH & STUDENT AFFAIRS |
| Myrtle McCallin | Director, School Advisory Service<br>AMERICAN FRIENDS SERVICE COMMITTEE |
| F. Andre Paquette | Director of Testing & Teacher Placement<br>MODERN LANGUAGE ASSOCIATION |
| William A. Perkins | Executive Director<br>INTERNATIONAL CHRISTIAN YOUTH EXCHANGE |
| Ann Rigby | Assistant Adult Program Secretary<br>Y.M.C.A.(Dayton , Ohio) |
| Edward L. Schlingman | Chairman, Specialized Ministries<br>UNITED CHURCH BOARD FOR HOMELAND MINISTRIES |
| Dorothy B. Taaffe | Assistant Nat'l Director, Red Cross Youth<br>AMERICAN NATIONAL RED CROSS |
| Gerald M. Van Pool | Director of Student Activities<br>NAT'L ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS |
| John A. Wallace | Executive Vice President<br>EXPERIMENT IN INTERNATIONAL LIVING |
| John A. Williams | Director, International Affairs Program<br>POMFRET SCHOOL |

MIDWEST REGIONAL CONFERENCE — Ann Arbor, Michigan, December 2-3, 1966

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| Rachel Andresen | Executive Director<br>YOUTH FOR UNDERSTANDING, INC. |
| John J. Brooks | Professor of Education<br>NEW YORK UNIVERSITY |
| Kyoji Buma | Executive Secretary - Youth Relations Office<br>UNITED PRESBYTERIAN CHURCH IN THE U.S.A. |
| Martha Capp | Student<br>YOUTH FOR UNDERSTANDING, INC. |
| Ira Contente | Professor of Sociology-Dept. of Education<br>NEW YORK UNIVERSITY |
| Mrs. Wilbur Crawford | Area Representative<br>AMERICAN FIELD SERVICE |
| Constance Cummings | Student<br>INTERNATIONAL CHRISTIAN YOUTH EXCHANGE |
| George H. Edgell | Director of Programs<br>AMERICAN FIELD SERVICE |
| Franklin B. Gillespie | Associate Director<br>INTERNATIONAL CHRISTIAN YOUTH EXCHANGE |
| John Hyde | Guidance Counselor<br>NORTHVILLE HIGH SCHOOL |
| Katharine Keene | Department of Spanish<br>ANN ARBOR HIGH SCHOOL |
| M. Phillip Leamon | Director, Honors Program in Foreign Languages<br>INDIANA UNIVERSITY |
| Roland Lehker | Executive Secretary<br>MICHIGAN ASSOCIATION SECONDARY SCHOOL PRINCIPALS |
| Richard Linde | Minister, First Congregational Church<br>INTERNATIONAL CHRISTIAN YOUTH EXCHANGE |
| Dale Miller | Director, Americans Abroad Program<br>AMERICAN FIELD SERVICE |
| Janet Phlegar | Student<br>AMERICAN FIELD SERVICE |
| Nicholas Schreiber | Principal<br>ANN ARBOR HIGH SCHOOL |
| Gerald M. Van Pool | Director of Student Activities<br>NAT'L ASSOCIATION SECONDARY SCHOOL PRINCIPALS |
| John A. Wallace | Executive Vice President<br>EXPERIMENT IN INTERNATIONAL LIVING |

## CONFERENCE PLANNING COMMITTEES

### NORTHEAST REGIONAL CONFERENCE

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|---|---|
| Jean-Pierre Gosnard | Director, French Program<br>THE CHOATE SCHOOL |
| Charles Cotton | Principal<br>AVON HIGH SCHOOL |
| Francis G. Driscoll | Superintendent<br>AVON PUBLIC SCHOOLS |
| Helmuth W. Joel | Guidance Counselor<br>BRONXVILLE PUBLIC HIGH SCHOOL |
| Myrtle McCallin | Director, School Advisory Service<br>AMERICAN FRIENDS SERVICE COMMITTEE |
| F. Andre Paquette | Director of Testing & Teacher Placement<br>MODERN LANGUAGE ASSOCIATION |
| William A. Perkins | Executive Director<br>INTERNATIONAL CHRISTIAN YOUTH EXCHANGE |
| John A. Williams (Chairman) | Director, International Affairs Program<br>POMFRET SCHOOL |

### MIDWEST REGIONAL CONFERENCE

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|---|---|
| Rachel Andresen | Executive Director<br>YOUTH FOR UNDERSTANDING, INC. |
| Russell Broadhead | Director, Center for the Study of Peace & War<br>WAYNE STATE UNIVERSITY |
| Mrs. Wilbur Crawford | Area Representative<br>AMERICAN FIELD SERVICE |
| Robert C. Holland | Minister, Second Presbyterian Church<br>INTERNATIONAL CHRISTIAN YOUTH EXCHANGE |
| Roland J. Lehker (Chairman) | Executive Secretary<br>MICHIGAN ASSOCIATION SECONDARY SCHOOL PRINCIPALS |
| Basil Mason | Principal<br>HIGHLAND JUNIOR HIGH SCHOOL |
| William A. Perkins | Executive Director<br>INTERNATIONAL CHRISTIAN YOUTH EXCHANGE |
| Nicholas Schreiber | Principal<br>ANN ARBOR HIGH SCHOOL |
| Ward Tibbetts | Principal<br>SAGINAW HIGH SCHOOL |